SOCW 5328  
Social Work in Mental Health  
Spring 2024  
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Office Hours: Virtual (by appointment Brightspace ZOOM, in person or telephone).  
Mondays, 9:00am-5:00pm (except 11:30am-1:30pm) and Tuesday and Thursdays 10:00am-Noon. There will be an hour ZOOM assigned for drop-ins which will be determined weekly.

I. COURSE DESCRIPTION

The purpose of this course is to provide students with the opportunity to examine theory, concepts, and issues associated with impaired psychosocial functioning from an ecological systems perspective and person-in-environment orientation. Students will learn about historical and contemporary roles/functions of social workers in the delivery of private and community mental health services. The course will assist the student in developing knowledge and understanding of mental health disorders, as well as the advanced assessment and intervention strategies employed in direct services with individuals, families, and groups and indirect services employed as an administrator, manager, or supervisor of a mental health organization. This course also considers mental health disorders in relation to different cultural perspectives as well as the needs and concerns of women, racial and ethnic minorities and populations at risk. The course is based on the DSM-5 classification and students will develop a comprehensive understanding of this system.

REQUIRED TEXTS:

DSM-5-TR (latest Edition) American Psychiatric Association

II. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist foundation and a single concentration: Advanced Specialized Practice in a Rural Context. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

Generalist practice is a practice perspective that serves diverse client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations and communities within the context of the rural social environment. It is not confined by a
narrow cadre of theories; rather, it is versatile enough to allow problems and situations as well as strengths, capacities and resources to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value and skill base which demands ethical practice and on-going self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

**Advanced generalist practice** builds on the generalist foundation, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced specialized practice requires:

- The ability to differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Readiness for leadership in a variety of areas including: program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in practice settings; professional development.

The concentration for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

**Rural practice** refers to social work with rural people and rural systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

*The United States Census Bureau* (urbanized areas, urban clusters, and rural populations); *Office of Management and Budget* (metropolitan, micropolitan, and non-core), *Economic Research Service* (rural urban continuum codes); and *the United Nations* that defines urban
and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

III. This course is assigned three (3) credit hours of graduate studies as assigned by the Council of Social Work Education (CSWE).

IV. PROGRAM LEARNING OUTCOMES (PLO)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

V. STUDENT LEARNING OBJECTIVES (CSWE BEHAVIORS)

1. Students will apply ethical decision-making and critical thinking to analyze and implement multiple codes of ethics with the purpose to enhance advanced generalist practice with rural people and communities. (Competency 1)

2. Students will demonstrate the ability to recognize and manage personal and professional values in order to engage in advanced rural practice with multiple systems. (Competency 1)

3. Students will demonstrate the ability to identify, analyze and apply social constructions of rurality within and across diverse groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation) and across multiple system levels. (Competency 2)

4. Students will demonstrate the ability to supervise the integration of awareness, self-regulation, sensitivity and professional response to issues of values, ethics, diversity, social justice and populations at risk. (Competency 2)

5. Students will demonstrate leadership skills to promote social, economic and environmental justice to systems of all sizes within and outside of rural communities. (Competency 3)

6. Students will provide leadership in specialized practices related to oppression and human rights violations at multiple levels advancing social, economic and environmental justice in rural environments. (Competency 3)
7. Students will demonstrate the ability to identify, evaluate, and implement multi-disciplinary research and practice strategies with rural systems and social networks. (Competency 4)

8. Students will demonstrate leadership skills to design, develop and implement research and technological advances to enhance social work practice in a rural context. (Competency 4)

9. Students will demonstrate the ability to develop, prepare, implement, analyze and evaluate social welfare and economic policies to improve the well-being of rural populations and communities. (Competency 5)

10. Students will demonstrate leadership skills specific to advocacy with the purpose to advance human rights and social, economic, and environmental justice to deliver services to multiple systems in rural areas. (Competency 5)

11. Students will demonstrate leadership skills to engage multiple systems (individuals, families, groups, communities and organizations) and constituencies in rural environments. (Competency 6)

12. Students will demonstrate their ability to supervise the integration of knowledge, skills and values specific to human behavior and the social environment, person-in-environment and appropriate theoretical frameworks. (Competency 6)

13. Students will select, implement and evaluate appropriate assessment instruments to assess diverse client systems on multiple levels in a rural context. (Competency 7)

14. Students will provide leadership to adapt, modify, develop, and implement differential assessment strategies, tools and approaches with diverse client systems and constituencies on multiple levels in a rural context. (Competency 7)

15. Students will design, identify, analyze, and implement advanced intervention strategies based on appropriate theories, models, and research across multiple system levels in a rural context. (Competency 8)

16. Students will demonstrate the ability to manage, supervise, monitor, coordinate and improve human service networks and service agencies in delivering services to rural clients. (Competency 8)

17. Students will apply leadership skills to supervise the design and implementation of advanced intervention strategies. (Competency 8)

18. Students will apply leadership skills to enhance interventions through interdisciplinary, inter-professional, and inter-organizational strategies. (Competency 8)
19. Students will demonstrate the ability to identify, develop, apply and monitor differential evaluation strategies in advanced social work interventions with systems of all sizes in rural communities. (Competency 9)

20. Students will develop leadership in the communication and dissemination of evaluation results to advance practice, policy, and service delivery effectiveness. (Competency 9)

VI. INSTRUCTIONAL METHODS

Readings, lectures, and guest lectures from mental health practitioners, class discussion, oral and written assignments, role plays, and audio-visual materials will be used to examine course content. The learning that occurs will depend upon the effort each person puts into the class experience. Students are expected to come to class prepared to discuss theory, concepts, and issues as they complete assigned readings for each class session. Lectures will not duplicate the reading material except to clarify or to expand upon it.

VII. COMPUTER REQUIREMENTS (per SFA office of Instructional Technology)

This course will utilize D2L (myCourses) to support the delivery of course content (for help with Blackboard go to http://www.oit.sfasu.edu/webct/index.html). You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VIII. COURSE SCHEDULE *Subject to change

Week 1-
Introduction to Mental Health
  Introduction
  Course Expectations
  Review of syllabus
  Definition of mental health and mental illness
  Quality of life
  Emotional, physical and social wellness
  Social problem or mental illness
  Common problems associated in mental health with children, adolescents, adults of all ages
  Impact on mental illness on families and communities
  Factors leading to Mental Illness (Psychosocial Factors, Familial and Genetic Risk Factors and Cultural and Gender Bias)
  DSM -5 as basis for understanding mental health
  Select a topic for research and partner for assignment
Readings:
SAMSHA become familiar with the website (read about APA & Mental Health Disorders.)

DSM -5- TR read preface and section I Walsh, Green, Matthews & Bonnucelli-Puerto (2005).


Week 2-
Mood and Behavioral Disorders (DSM -5)
- Intellectual Disabilities
- Conduct Disorder
- Attention Deficit Hyperactivity Disorder
- Oppositional Defiant Disorder
- Depression

DSM-5 Online information go to “mental health” and then “people” view the videos on ‘ teens” and “ children” - www.psychiatry.org.dsm5


Guest Speaker: QPR training

Week 3-
Anxiety Disorders (DSM-5)
- Post-Traumatic Stress Disorders
- Social Phobias
- Autism

Guest Speaker: Mr. John Fontenot, SFA Veterans Resource Center (soldiers and PTSD)

Readings:
SAMSHA WEBSITE ON ANXIETY
Other readings TBA

Week 4
Personality Disorders
- Personality Disorders and Disorders of Impulse Control
- Paranoid Personality Disorder
- Antisocial Personality Disorder
- Borderline Personality Disorder
- Histrionic Personality Disorder
- Narcissistic Personality Disorder
Avoidant Personality Disorder
Dependent Personality Disorder

**Readings:**

**SAMSHA** - type in Personality Disorders and read news release letter dated 7/7/11 Release No. 11/36

**Week 5**

**Personality Disorders (DSM -5)**

Guest Speaker: Autism

**Week 6**

**Addiction Disorders (DSM -5) and Eating Disorders**

- Substance Abuse/Chemical dependency
- Sex addiction
- Gambling addiction
- Technology and addiction
- Screening tools for addiction
- Co-morbidity/differential assessment
- Psychological social/family factors
- Diversity Factors
- Eating disorders
- Neurological Disorders

Guest Speaker: Counseling with LGBTQ clients

**Readings:**

- DSM-5 on all the above disorders
- **SAMSHA website**

**Week 7**

**Assessment**
Scientific and structured Assessment
Classification and Diagnostic Assessment
Historical background of classification
Criticisms and defense of diagnostic classification
Changing conceptions of Mental Illness
Views of Mental Illness in relation to social policy
Diagnostic assessment
Classification and Diagnostic Assessment, continued
Issues involving diagnosis and classification
Diagnostic assessment/ Differential assessment
Mental Status Exam
Dual Diagnosis

Readings: TBA
Week 8- S P R I N G  B R E A K (March 11-18, 2024) Enjoy!

Week 8
Treatment

The treatment of mental illnesses can take many different forms. The focus is on the treatment developed and implemented by social workers. Social workers work in a network and the theme will also address all the issues related to the mental health network.

The concept of change
Change in Mental Illness
Managed care
Increased focus on children mental health (Child Protection)
Mental health professionals: role and function
Interdisciplinary team: Psychiatrists, Clinical psychologists, Nurses, Psychiatric social workers

Easter Break- March 28-April 1, 2024

Week 9
Treatment

Treatment Approaches based on Theoretical Perspectives:
Psychosocial-Development perspective
The Social Learning Perspective: Behavioral therapy
Classical conditioning
Operant conditioning
Cognitive theory
Cognitive behavioral theory
Week 10
Physical disease and psychopathology

Service Trends in Adult Community Mental Health
Impact of managed care on multi level systems

Readings:
Guest Speaker: Dr. Maria DeLeon, neurlogist

Week 11
Mental Health Service Delivery

History and Policy Development in Mental Health Services
History/Trends in community mental health
Development of mental health policy
The organization of state mental hospitals
Composition of the seriously mentally ill populations
Historical and current social work in mental health
The Social-Stress Perspective
The Labeling Perspective
Labeling and Use of DSM IV-5
Social and Cultural Influences on Behavior
International Issues and Mental Health

Readings:

Week 12
Mental Health and Child Welfare

History of Mental Health Services for Children and Families
Current philosophy and research base in children’s mental health services
Patterns of mental health disorders in children and adolescents
The impact of Mental Illness of Children
Mental Illness diagnosed in children

Readings:
Week 13
Case study discussions of mental disorders (DSM-5)

Case Studies
Assessment
Co-morbidity with drug and alcohol abuse
Research/Etiology
Genetic Factors/Neuro-developmental factors
Psychosocial factors
Cross-ethnic symptom differences
Emerging issues in treatment of schizophrenia
Impact of chronic mental illness on families and communities

Week 14
Patterns of anxiety disorders/clinical Characteristics
Panic Disorder and Agoraphobia
Social Phobia
Generalized Anxiety Disorder
Obsessive-Compulsive Disorder
Types of Stress Disorders
Post traumatic Stress Disorder
Adjustment Disorder
Diagnostic criteria
Pathogenesis, Risk, and Protective Factors
Impact of Anxiety Disorders on families and communities
Treatment Approaches

http://dx.doi.org/10.1080/15332985.2014.927813 to link or DOI: 10.1080/15332985.2014.927813.

Week 15
Final Exam

VIII. COURSE REQUIREMENTS

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.
Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them off during class. **Repeated interruptions will result in a deduction of points from the final average.** Please see the learning environment policy in the MSW Handbook.

B. **Readings:** The course outline provides a list of required readings for each week (you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well formulated questions and comments that demonstrate prior preparation.

C. **Exams:** There will be one final exam. Students are required to take the exam at the scheduled time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

D. **Quizzes/Exercises:** There will be unannounced class exercises. Students are required to participate in the exercises at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.

E. **Assignments/Presentations:** See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class. For all late assignments, one letter grade will be deducted after the beginning of class when the assignment is due, with an additional letter grade deduction for each day for which the assignment is late. Any accepted late assignments (quizzes, exams, presentations...etc.) are evaluated at the end of the semester. This includes excused late assignments.

**GRADING:**

Grades in this course will be determined by the number of points accumulated for the following assignments:

- Summary of points for semester grades
- 1) Service learning project (if available) 100
- 2) Behavior modification project or alternative assignment 100
- 3) Mini Assignments/quizzes/discussions (on-line) 100
- 4) Final Exam 100
- **Total** 400

**GRADING SCALE:**
(with service project) (without service project)
A=400-360 A=300-270
B=359-320 B=269-240
C=319-280 C=239-210
D=277-240 D=209-180
F= 239-0 F=179 and below

Academic Integrity (SFASU Policy A-9.1)

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty: Academic dishonesty includes both cheating, use of AI programming and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam including the various AI programming:
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source this includes the use of AI;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty:** Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty a faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Withheld Grades Semester Grades Policy (SFA Policy 5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from
the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

XI. ACCEPTABLE STUDENT BEHAVIOR

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Other forms of communication such as emails and phone calls will be scrutinized for respectful and appropriate behavior and evidence of such will be documented. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

XIII. Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

www.sfasu.edu/deanofstudents

936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
Assignment 1: A mental health service learning project
100 points (if available)

[Assessment for:(PB: EP2.1.1); (PB: EP2.1.2); (PB: EP2.1.3); (PB: EP2.1.4); (PB: EP2.1.7); (PB: EP2.1.9); (EP2.1.10)]

In this project you are requested to work with the instructor on a service learning project aimed at developing awareness of mental health. You will work with NAMI Nacogdoches or NAMI Lufkin. You will be assessed on your competencies to (1) plan and develop (2) implement and (3) evaluate the service learning project. The project is in a group format.

Assignment II: Write a Short Research Paper on a DSM Diagnosis

[Assessment for:(PB: EP2.1.1); (PB: EP2.1.2); (PB: EP2.1.3); (PB: EP2.1.4); (PB: EP2.1.5); (EP2.1.10)]

This assignment will focus on Assessment using the DSM, remember that the DSM is not the only tool used for assessment for social workers. Identify an affective disorder from the DSM that you want to learn about including assessments, treatment and evaluation at the advanced specialized practice. APA formatting with the following headings and subheadings (see APA manual): Introduction; Identify the Affective Disorder (ie. Schizophrenia, Obsessive Compulsive Disorder, Post Traumatic Disorder); Symptoms, Assessments, and most affective treatment interventions) Your assignment should reflect advanced specialized treatment in all concepts.

Quizzes/Mini Assignments/discussions
100 points

Throughout the semester there will be a series of reading assignments, mini assignments, online chats, discussions and class exercises. These mini assignments will enable you to develop knowledge and competencies to needed for your work within the field of mental health. It is suggested that you keep all assignments and class exercises in a folder. These will be valuable in preparation for your final exam.

FINAL EXAM
100 Points
BIBLIOGRAPHY


